Practical Nursing Program

Sitting Bull College

Program Review

2013

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Executive Summary

Program Description Summary

The Practical Nursing Program at Sitting Bull College focuses on developing practical nurses who practice safe, holistic, culturally focused care. The program consists of 71 credits hours of course work. Upon graduation, the students are eligible to take the licensing exam for practical nursing.

The program employs two fulltime faculty. One faculty member serves as the director of the program as well as carrying a full teaching and advising load. These instructors teach all of the nursing courses as well as additional courses as needed in social and behavioral sciences and nutrition. The faculty has been stable over the last three years.

Enrollment in the nursing program has shown a slow but steady growth since the beginning of the program. The ratio of nursing students to total college enrollment over the last five years has ranged from 6.7% to 11.1% with only one semester below 7.2%.

Since the program graduated the first class in May of 2005, there has been only one year in which there were no graduates. The average graduation rate is 2.25 graduates per year for the last eight years. Of the last eight graduates, five passed the licensing exam on the first attempt, one failed, one has not yet taken the exam, and one student decided not to take the licensing exam. All graduates have either obtained jobs in nursing or because of their degree or have continued with their education.

The nursing program brings in between 9% and 10% of the total Sitting Bull College revenue. This does not include any money from the grant (NACTEP) or from the State of North Dakota through the Nursing Education Consortium. Expenditures are less than half of what the program brings in. The NACTEP Grant is completed this year. A new grant has been applied for.

The advisory board is very active in the development and continuation of the program. Meetings are held twice a year. Board representation consists of a variety of nursing areas including Custer District Health, Standing Rock Schools, Indian Health Services, Sanford Mandan Living Center, and student representation from the first and second year students.

Program Self-Evaluation Summary

NCLEX-PN pass rates, student feedback, and employer feedback indicate that the nursing program and faculty provide quality instruction. A prevailing concern by the accrediting agency, which is the North Dakota Board of Nursing, is workload distribution.

Faculty maintain an open door, collaborative relationship with students enrolled in the program and classes. In addition to office hours and a variety of other methods of communicating with students, the faculty serve as tutors for nursing topics.

Students complete 435 hours of clinical time over the course of the program. They also spend a number of hours in the nursing laboratory practicing a wide variety of skills.

The nursing program has been accredited through the North Dakota Board of Nursing since 2004. Reports on the program are submitted annually. The last accreditation survey was September of 2012.

Assessment is done through a variety of measures. The program has a department assessment committee with student membership. Results are also reported to the SBC assessment committee. Institutional support of the program is strong.

The nursing program requires 45 credits of coursework from outside of the nursing department. In addition, the nursing faculty teach several general education courses in the areas of nutrition and social and behavioral sciences.

Program Planning Summary

A major concern for the program is the limitations of the current faculty situation. The program will be unable to grow beyond 5 graduates without adding faculty. In addition, recruitment and retention activities are very limited by the teaching loads of current faculty.

Several additional needs have been identified. These include the implementation of simulation scenarios and the use of electronic health records.

Program Description

Role of Program within Sitting Bull College

The Practical Nursing Program at Sitting Bull College was initially developed under a federal grant received in October 2001. The first program director began work on the accreditation process in August 2002. Initial approval of the program was granted in November 2003 by the North Dakota Board of Nursing which allowed the college to begin offering the first nursing courses in January 2004. The year 2005 held graduation of the first class in May and full approval of the program in November. The nursing program has maintained full approval of the program with the North Dakota Board of Nursing since 2005.

The mission of the Practical Nursing Program at Sitting Bull College states that the program exists to create the vision and behavior of a balanced, responsible, holistic health care practitioner. The primary aim of this program is to facilitate the development of competent practical nurses prepared to serve in an evolving health care environment.

This mission is in keeping with the mission of the college as reflected in the 2012-2014 Bulletin. This mission statement, which was revised during 2012, states that "Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education…" (p. 11, SBC Bulletin, 2012-2014).

For the nursing students their academic journey begins with the general education courses that lay the foundation knowledge for development and expansion of critical thinking and intellectual capital. This includes passing a Lakota/Dakota language course. They progress through their core program courses in preparation for entry into practice as a beginning professional.

The focus of nursing education is on developing practical nurses who practice safe, holistic, culturally focused care within the guidelines of the nurse practice act. Students are provided with the training necessary to take the national licensing exam for practical/vocational nursing. Once licensed these students are highly employable. In addition, the program is designed to enable students to earn a degree which will allow them to continue their education at some time in the future should they choose to continue.

The practical nursing program consists of 71 credit hours of course work with 34 credit hours for the general education requirements and 37 credit hours of core course work requirements.

ASSOCIATE OF SCIENCE IN PRACTICAL NURSING			
GENERAL EDUCATION REQUIREMENTS		**CORE PROGRAM REQUIREMENTS**	
PSYC 100	First Year Learning Experience 3 credit hours	BIOL 202	Microbiology 4 credit hours
CSCI 101	Introduction to Computer Applications 3 credit hours	BIOL 230	Anatomy and Physiology II 4 credit hours
COMM 110	Fundamentals of Public Speaking 3 credit hours	PSYC 255	Child and Adolescent Psychology 3 credit hours
ENGL 110	Composition I 3 credit hours	NURS 101	Introduction to the Nursing Profession 1 credit hour
ENGL 120	Composition II 3 credit hours	NURS 201	Holistic Health Assessment 3 credit hours
HPER 200	Nutrition 2 credit hours	NURS 206	Fundamental Nursing Interventions 4 credit hours
MATH 102	Intermediate Algebra 4 credit hours	NURS 205	Basic Pharmacology for Nurses 2 credit hours
NAS 101	Lakota/Dakota Language I 4 credit hours	NURS 231	Mental Health/Behavioral Health Nursing 2 credit hours
PSYC 111	Introduction to Psychology 3 credit hours	NURS 245	Nursing Care of Families 4 credit hours
SOC 100	Transitions – Graduation and Beyond 2 credit hours	NURS 246	Nursing Care Across the Lifespan 9 credit hours
BIOL 220	Anatomy and Physiology I 4 credit hours	NURS 297	Capstone Experience in Nursing 1 credit hour

The program is currently responsible for the delivery of the following courses:

PSYC 255	Child and Adolescent Psychology	3 credit hours
HPER 200	Nutrition	2 credit hours
NURS 101	Introduction to the Nursing Profession	1 credit hour
NURS 201	Holistic Health Assessment	3 credit hours
NURS 206	Fundamental Nursing Interventions	4 credit hours
NURS 205	Basic Pharmacology for Nurses	2 credit hours
NURS 231	Mental Health/Behavioral Health Nursing	2 credit hours
NURS 245	Nursing Care of Families	4 credit hours
NURS 246	Nursing Care Across the Lifespan	9 credit hours
NURS 297	Capstone Experience in Nursing	1 credit hour

These courses are offered once a year with the exception of PSYC 255 which is offered both the fall and the spring semesters. Suggested course sequences are included in Appendix A.

Learner outcomes for the practical nursing program are:

- **Outcome One**: Practice holistic, safe, technical nursing care in meeting the health care needs of individuals and families across the lifespan, regardless of cultural background.
- **Outcome Two**: Demonstrate technical level skill in critical thinking, communication, and therapeutic nursing interventions.
- **Outcome Three**: Utilize the nursing process to give culturally focused care.
- **Outcome Four**: Demonstrate effective promotion of wellness and balance across the lifespan and transitions of living in the present world with individuals, vulnerable populations, and various other professionals in a variety of settings such as community health care agencies, outpatient settings, and long term care settings.
- **Outcome Five**: Practice within the ethical and legal guidelines of the Nurse Practices Act.
- **Outcome Six**: Demonstrate leadership skills consistent with the role of a practical nurse in collaboration with registered nurses, advanced practice registered nurses, and licensed practitioners.

In addition to the Associate of Science in Practical Nursing, there is an Associate of Arts – General Studies, Nursing Transfer degree that is customized for students who are continuing their nursing education. This degree allows students to pick up the additional courses they need before transferring to another institution.

Program Personnel

D'Arlyn Bauer serves as both the division director for nursing and as one of two full time instructors. She has been at Sitting Bull College and in the nursing department since August of 2002. Dr. Bauer has two Bachelor of Science degrees (Microbiology and Nursing), two Master degrees (Management and Nursing with an emphasis in Administration), and a PhD in Teaching and Learning: Higher Education. She is also certified in practical nursing by the Career and Technical Education Department for North Dakota. Dr. Bauer generally carries a full teaching load each semester in addition to the responsibilities for the nursing program. During the fall she teaches five to six courses and in the spring three to four courses.

Jean Cain is the second full time instructor. She has been with Sitting Bull College since May of 2010. Ms. Cain has her Bachelor of Science degree in Nursing and a Master's degree in Nursing with an emphasis in Education. She is certified in practical nursing by the Department

of Career and Technical Education for the state of North Dakota. Ms. Cain carries a workload of 30 contact hours per year. She teaches two courses in the fall and one course in the spring. She is primarily responsible for two of the clinical heavy courses during the second year of the nursing program.

Prior to hiring Jean Cain the nursing program had struggled with finding qualified instructors. During the 2007-2008 academic year Jo Lynn Rising Sun was hired as a fulltime instructor. Since she did not have her Master's degree, Dr. Bauer was required to be fully involved in all nursing courses. Ms. Rising Sun left after a year when her husband took a job out of state.
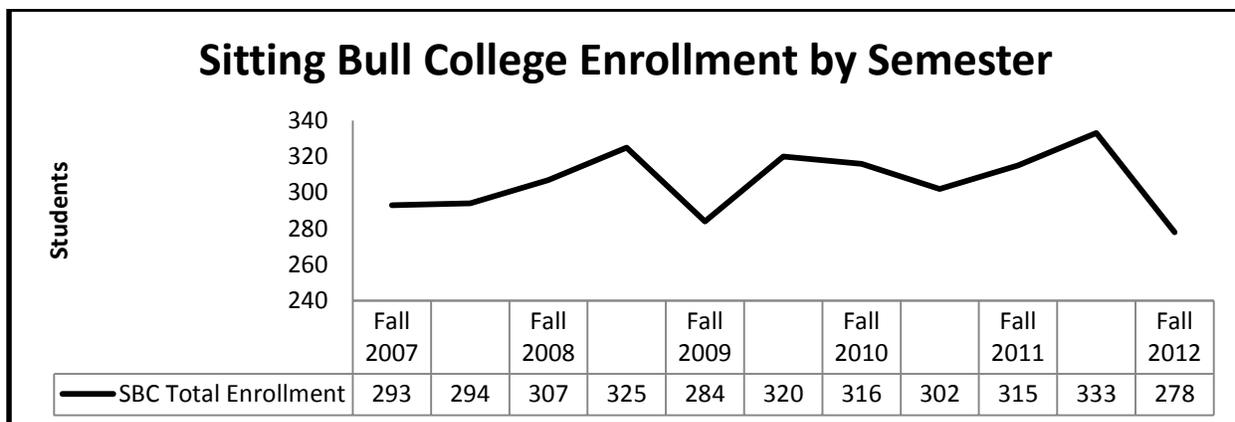
During the academic years of 2008–2009 and 2009–2010 Dr. Bauer had full responsibility for all courses in the nursing department. Pam Suckut was hired as an adjunct during 2009 – 2010 for the clinical component of the major courses. The addition of Ms. Cain has provided much needed stability to the nursing program.
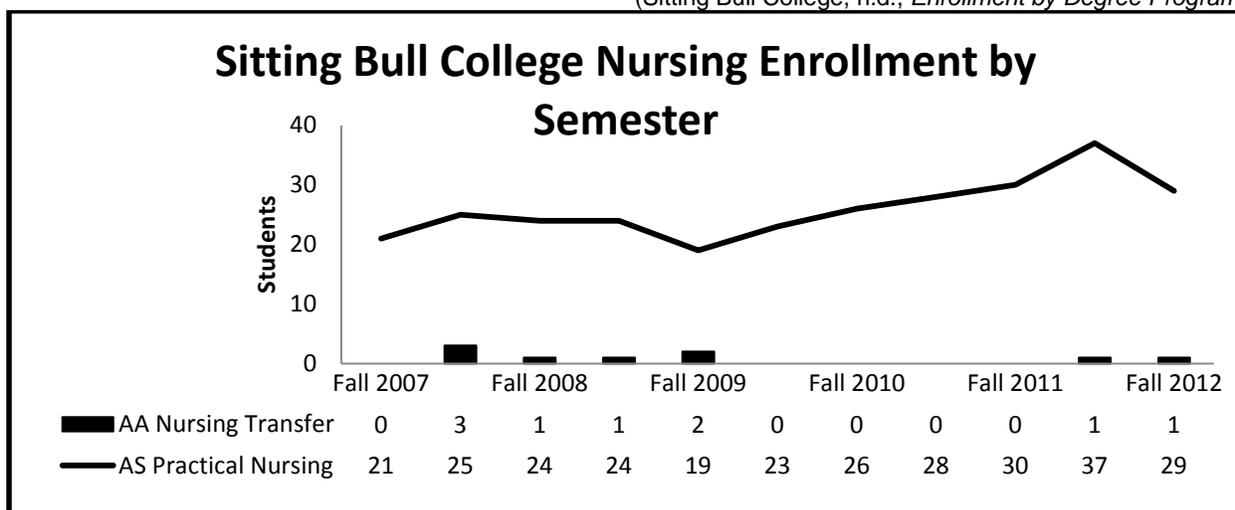
Program Productivity Summary

Over the last five and a half years the enrollment at Sitting Bull College has ranged from 293 in the fall of 2007 to 278 in the fall of 2012 which is also the lowest enrollment during this time frame.   The highest enrollment of 333 occurred during the spring of 2012. During the same period the enrollment in the practical nursing program has ranged from 19 to 37, with the low in the fall of 2009 and the high in the spring of 2012.

The ratio of nursing students to total college enrollment has ranged from 6.7% of the total enrollment to 11.1% with only one semester below 7.2%. The program has had gradual growth from fall 2009 both in the program and as a percentage of the total enrollment. The percentage of total enrollment climbed from 6.7% in the fall of 2009 to 11.1% in the spring of 2012. The fall 2012 enrollment percentage did drop to 10.4% while the college enrollment dropped by almost 17% from the previous semester. Enrollment in the AS PN program has placed this program as one of the top three Associate programs at SBC in recent years.

The charts following reflect the enrollment numbers for fall and spring semesters from fall 2007 to fall 2012 for both the college and the AS Practical Nursing program. The second chart shows the number of students enrolled in the Associate of Arts – General Studies: Nursing Transfer during the same time frame. This is for information only. Those numbers were not included in the analysis or line graphs as this is a General Studies degree.

Sitting Bull College Enrollment by Semester

SBC Total Enrollment	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012
	293	294	307	325	284	320	316	302	315	333	278

Sitting Bull College Nursing Enrollment by Semester

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012
AA Nursing Transfer	0	3	1	1	2	0	0	0	0	1	1
AS Practical Nursing	21	25	24	24	19	23	26	28	30	37	29

Students at SBC have a tendency to have a sporadic retention and persistence pattern for a number of reasons. Last year SBC received a Wal-Mart Grant to increase retention. The first year students were grouped in a cohort with additional support activities. The retention rate for the five years from 2005 to 2010 for SBC was 43% with a persistence rate of 61% (Sitting Bull College website).

Within the nursing program, the first two nursing courses (Introduction to the Nursing Profession and Holistic Health Assessment Across the Lifespan) have been the courses which have separated the students without the academic skills or commitment from those students with the necessary determination and academic skills for the study of nursing. Formal admission to the nursing program is done at the end of the fall semester and beginning of the spring semester and coincides with the third nursing course. All students who qualify are offered admission to the program at this time. Enrollment in the clinical courses is limited by the

number of slots available for students at the clinical sites and by the number of students who can be supervised by a single faculty in the clinical setting.

For the 2010-2011 academic year the program accepted eight students into the formal program, three in the Fundamental Skills of Nursing coursework (the third nursing program course) and five in the second year coursework. There was a retention rate of 100% (fall 2009 to fall 2010). Of the five in the second year of coursework two failed and one withdrew during the fall semester. There were a number of problems with professionalism and alcohol with this cohort. This resulted in a persistence rate of 40%. The two students who passed the fall semester graduated in the spring of 2011and went on to pass their licensing exams.

Of the three students in the first year course, all graduated the following May (2012) with their degrees. Two have passed their licensing exam and one is preparing for her licensing exam at this time. Two of these students did come back to SBC in the fall to work on transfer requirements in pursuit of a BSRN degree but have left this spring as needed courses were not available.

For the 2011-2012 academic year a total of five students were admitted to the formal nursing program in addition to the three students who entered their second year of the program. The persistence rate for the 2011-2012 year was 100%. The retention rate for fall 2010 to fall 2011 was 100%.

For the 2012-2013 academic year the retention rate is 80%. Four of the students from the spring course have returned to the second year of the program. The remaining student has changed her major at this time as clinical presented time constraints she was unable to work out with her family.

In addition, a student who dropped from the program in a previous year is in the process of completing the readmission work for the second year classes. There were also 16 students enrolled in the first two nursing courses this fall. This is the group who will be applying for admission to the formal program in early spring. (The previous two years had five and eleven students respectively in first year courses that made up the pool from which the program applicants came.)

The data on persistence and retention for the nursing program was compiled by Dr. Bauer for the North Dakota Board of Nursing Pre-Survey Report, Fall 2012. While the ND Board of Nursing required the persistence and retention rates on those students formally admitted to the nursing program, the numbers do not reflect the rates for all students who declared nursing as

their major. Reasons for those students not returning have been tracked since the program began if known. The top three reasons for not returning to the nursing program are academic suspension, academic probation, and changing major.

Graduation data for the practical nursing program are shown in the chart below. In the eight years that the program could have had graduating classes there have been a total of 18 graduates for an average graduation rate of 2.25 graduates per year for the eight years. The ratio of graduates to declared majors reflects the ratio of graduates to the average of all students who declared nursing as their major for that academic year.

Practical Nursing Program Graduates (AS only)				
2007-08	2008-09	2009-10	2010-11	2011-12
2	0	1	2	3
Ratio of Practical Nursing Program Graduates to Majors (AS only)				
2/23(9%)	0/24 (0%)	1/21 (5%)	2/27 (7%)	3/33 (9%)

(Sitting Bull College, n.d., *Shared Data File*)

Presently, no formal process is in place to track employment of nursing program graduates. However, the licensing exam results are tracked nationally. Of all graduates since May 2008 five have successfully passed their licensing exam on their first attempt, one student failed, one student finished the program but did not take her exam (she had decided she really did not want to be a nurse), and one student from May 2012 is preparing for her exam.

The students who have become licensed are working for Sanford Living Center – Mandan, Sanford Clinics in Bismarck, the Renal Dialysis Unit in Fort Yates, a home care agency based in Mandan (traveling nurse), and one graduate's whereabouts are unknown. The student who failed her exam was offered a manager level job at Prairie Knights Casino because of her degree. The other student was working for a butcher shop in Mobridge, SD. The remaining student is currently enrolled in coursework for her Bachelor's degree in nursing.

Several of these graduates have received recognition for their work. One student is the first Native American recipient of the ND March of Dimes Rising Star award which recognizes an exceptional nurse with less than a year of experience.

Program Revenue

The following chart below summarizes the revenue data for the nursing program for the academic years from 2008 to 2013, both as dollar values and as a percentage of college total

revenue. The data indicates that the program brings in between 9% and 10% of the total SBC revenue for the last three years.

Nursing Program Revenue					
Academic Year	Tuition	ISC Revenue	Total	SBC	% of SBC Total
2008 – 2009	$66,900	$135,371	$202,271	$2,357,103	8.6%
2009 – 2010	$72,924	$107,825	$180,749	$2,738,170	6.6%
2010 – 2011	$91,900	$134,147	$226,047	$2,510,381	9.0%
2011 – 2012	$110,350	$170,422	$280,772	$2,813,554	10%
2012 - 2013	$86,050	$127,374	$213,424	$2,258,116	9.5%

(Sitting Bull College, n.d., *Shared Data File*)

Nursing Program Revenue per Nursing Student			
Academic Year	Total	PN Enrollment	Revenue per PN Student
2008 – 2009	$202,27	48	$4,214
2009 – 2010	$180,749	42	$4,304
2010 – 2011	$226,047	54	$4,186
2011 – 2012	$280,772	67	$4,191
2012 - 2013	$213,424	50	$4,268

These revenue figures do not include the grant monies that are received for the nursing program and the monies that are received from participation in the North Dakota Nursing Education Consortium. These figures do show that the nursing program contributes to the financial viability of SBC as it is presumed that these monies go into the general fund for short and long term operations of the college.

Program Budget

Financial support for the nursing program has come primarily from a federal grant – the Native American Career and Technical Education Program (NACTEP). This grant expired in 2012 and has been extended on a year by year basis. For the last two years (Spring 2011 to present) one half of one faculty member's salary has come from Title III.

The program has received small honorariums for the use of the equipment and the time of the instructor for certified nurse aid training. This money has been used to purchase video resources.

In 2007, the formation of the ND Nursing Education Consortium fostered a relationship with the ND legislature. The result of this relationship has been some funding specifically for simulation equipment and electronic health records programming. The Nursing Education Consortium is now a permanent line item on the ND Higher Education Budget. There are very specific and limiting guidelines for the expenditure of these funds.

Funds received by the consortium were used to provide for travel to a national simulation workshop in 2008 and for a state conference for 2009, 2010, and 2011 as well as funding the meetings and work of the consortium. For the years 2008 – 2010, SBC received $34,543.28. These moneys were used to purchase two functioning headwall units with regulators and meters, Simulation in Nursing Education Scenarios for VitalSim, VitalSim Kid and Nursing Anne VitalSim, and a simulation recording and debriefing system. This included training in March 2011 on the use of scenarios. For the current biennium SBC will receive $40,671 if we are able to spend it within the guidelines by June 30, 2013.

The program budget for the last five years is shown in the table below. During this time frame the program generated revenue averaging $220,652 per academic year not including the ND Nursing Education Consortium funds.

Practical Nursing Program Five Year Budget					
Native American Career & Technical Grant (NACTEP)					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Salary	$ 80,005	$ 75,195	$ 100,090	$ 105,020	$ 107,690
Fringe Benefits	$ 20,001	$ 18,799	$ 25,023	$ 26,255	$ 26,923
Supplies	$ 3,859	$ 3,359	$ 1,000	$ 1,000	$ 1,000
Travel	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Total	$ 105,865	$ 99,353	$ 128,113	$ 134,275	$ 137,613
NACTEP & General Fund Faculty Overload					
Salary	$ 7,200	$ 4,800	$ 4,320	$ 4,840	$ 1,920
Fringe Benefits	$ 911	$ 607	$ 546	$ 612	$ 243
Total	$ 8,111	$ 5,407	$ 4,866	$ 5,452	$ 2,163
Grand Total	$ 113,976	$ 104,760	$ 132,979	$ 139,727	$ 139,776

Advisory Committee

The Practical Nursing Program has an Advisory Committee that has had a very active and vital role in the development and continuation of the program. The committee meets once each semester for working business meetings. In the spring, the graduating class is introduced to the advisory committee and asked to provide feedback to the committee. Currently the committee consists of:

Jodie Fetsch	Director of Nursing at Custer District Health Unit
Nancy Volk	School Nurse, Standing Rock High School
Valerie Eagle Shield	Assistant Director of Nursing, Indian Health Services
Deanna Lachenmeier	Director of Nursing, Sanford Mandan Living Center
Michelle Kraft	Certified Diabetes Educator, Indian Health Services
LeeDawn Snider	Second Year Nursing Student
Amber Gill	First Year Nursing Student

The advisory committee has provided valuable feedback and support for the nursing program during the accreditation visits as well as recommendations for clinical components. The members have also assisted with determining a variety of policies for the program. The members have also provided valuable feedback to the nursing students who have participated in the committee meetings.

Program Self-Evaluation

Faculty

The faculty of the nursing program share a single office located just off of the nursing classroom and laboratory. This arrangement facilitates daily communication and collaboration as well as providing the opportunity for peer feedback in a timely manner. The office arrangement also facilitates ongoing professional discussions and curricular discussions. The drawback to this arrangement is that many of the changes and decisions are not documented in formal meeting minutes if at all because the discussion and decisions have already taken place. Privacy for meetings with students and other individuals is not a problem as the faculty are able to utilize the exam room to ensure privacy when necessary.

Evaluation of the faculty is through the process of individual course evaluations administered by the college. The program director regularly observes the teaching of the second instructor. A formal evaluation is completed in the spring of the year and is based in part on the observation of the classroom teaching of the instructor. The director is evaluated by the Vice President of Academic Affairs in the spring of the year. These evaluations indicate strong teaching skills and college involvement of both faculty members.

Both instructors regularly provide input to the classes of the other instructor. In addition, office discussion includes teaching suggestions and problem solving as well as current changes in the health care arena.

While the faculty have been sufficient to provide quality instruction as noted by student graduation, NCLEX PN pass rates, and feedback from students and employers, there has been increasing concern regarding staffing. In September of 2012 the ND Board of Nursing conducted a focused accreditation survey of the practical nursing program. One area of concern from the 2010 survey was the availability of assistive personnel. As noted in the final report from the survey team:

> A prevailing concern, however, continues to be one of workload distribution, which affects not only the evaluative processes but the overall achievement of program goals and sustainability of individual faculty capabilities. In 2010, surveyors expressed concern regarding the absence of clerical assistance for the nursing program. At the time of this focused survey - - 2 years later - - the nursing program has been provided with six (6) hours of volunteer time per week for the fall semester. ..this serves as a very temporary solution to an ongoing problem. A prominent point of reference is the fact that the workload of the present Nursing Division Director is not comparable to that of a director in a program of similar size and type. It is critical, at this point, that a more reliable and sustained form of clerical/assistive support be provided in order to more effectively serve the students and the program, and to help assure the continued retention of current faculty. At the present time, the Division of Nursing must move toward sufficient clerical/assistive support and additional adjunct faculty support as required and outlined within NDAC 54-03.2-06. Financial Support (2012, ND Board of Nursing).

This is particularly critical in view of the need to move forward with the use of simulation and Electronic Health Records in the curriculum as noted in the section below on trends. In addition, the program cannot admit more than five to six students to clinical courses without adding additional faculty to assist with the clinical component.

Student Relations

Full-time faculty in the nursing program maintain an open door, collaborative relationship with the students enrolled in the program and classes. The instructors both have posted office

hours on a daily basis and maintain email contact with students as well. Voicemail is regularly utilized as well. When the students are in the clinical areas the instructor is available on site and also by phone throughout the time the students are off campus.

Course syllabi include contact information for the instructors. Office hours are also posted on MySBC. In addition, the second year students are provided with additional contact numbers for both instructors due to the nature of the course and clinical work during the second year.

The nursing courses are taught once a year. Course schedules are determined by the needs of the students and the availability of the clinical sites. Accommodations are made whenever possible and by mutual agreement of the parties involved. The nature of the nursing curriculum does limit some of the responsiveness of the program. For example, the nursing courses can only be offered at the North Dakota campus. Scheduling has been worked on with the members of the science department so that students are able to schedule their Anatomy and Physiology, Microbiology, and nursing courses without conflicts. Instructors in English, Speech, Math, and Transitions to the Work Place have also worked with the nursing department to maximize scheduling for students.

Currently, students in the nursing program complete roughly 435 hours of clinical practice time during their various nursing courses. These practice hours are completed in settings that range from the various schools throughout the Standing Rock Indian Reservation to long-term care in Mandan, IHS clinics, and various hospital settings at St. Alexius Medical Center in Bismarck. This provides students with a wide variety of experiences in the nursing field.

In the classroom, students are exposed to internet resources, electronic projection, traditional teaching methods, and the nursing laboratory. The nursing laboratory includes manikins and equipment for students to practice a wide variety of skills. Simulation technology is available but is not currently being utilized due to time needed to set up and implement each scenario and the training constraints for the individuals and faculty involved. In addition, there are four computers available to students in the classroom for testing and research.

Feedback from both students and employers indicates that the program is meeting the needs of the graduates. The employment placement of the graduates in the Program Productivity Summary demonstrates the ability of the program's courses and curriculum to meet the learning and employment needs of the students.

Curriculum Content, Design, and Delivery

The curriculum and courses are reviewed annually by a combination of the students and the instructors. The nursing program maintains a departmental assessment committee with representation from each year of the program. In addition the entire group of first and second year students does an end of semester evaluation of the courses and the textbooks. Textbooks are chosen by the entire faculty based on input from students and fit for the curriculum as well as current practice. Ancillary materials such as the videos are reviewed and assessed on an ongoing basis so that the most current materials are being utilized.

The courses that are offered meet the accrediting guidelines for practical nursing education as outlined by the ND Board of Nursing for a degree in practical nursing. Students are qualified to sit the licensing exam for practical nursing at the end of the program. The program submits an annual report to the ND Board of Nursing as well as the accrediting surveys when scheduled. The last survey was a focused survey in September 2012. The program is currently accredited through 2015.

The nursing program actively participates in the SBC assessment process. The six outcomes for the program are assessed each year through a variety of measures including an end of program assessment tool specific to practical nursing. The results are gathered, analyzed and reported to the SBC Assessment Committee as well as the nursing Assessment Committee in the spring of the year. Changes to the program are made and documented in the assessment plan and reports which are on file in both the nursing department and Academic Affairs.

Institutional Support

Since January 2006 the nursing program has occupied its present space in the Science and Technology Center. This space provides a private exam room similar to what students would see in a clinic setting. It provides a shared office space for two faculty. The classroom space includes a didactic and computer lab area as well as a two bed nursing lab area.

This space is very well lit with adequate heating and ventilation. There are also hand washing facilities available in three areas. There is adequate audiovisual equipment and whiteboard space. The classroom equipment allows the room to be rearranged to meet the learning and teaching needs of the curriculum.

The program does have the technology for simulation and Electronic Health Records. There is a need to update the computers for utilization with the simulation equipment and the

Electronic Health Records. In addition the simulation equipment needs to be upgraded. The program has funding to do this in the spring of 2013.

Technical support for the general equipment has been consistently helpful and timely. The Director of the Library Services provides outstanding support when approached for resources. He maintains electronic resources that are current both for consumer education and for professional education in the nursing area. Print materials are more limited. Students make limited use of print materials beyond their textbooks anyway showing a preference for electronic media.

Additional resources are available in the writing laboratory with tutoring in the general education areas. Tutoring within the nursing specific materials is provided by the instructors. There has also been an increased effort to address student attendance through the use of an attendance counselor as well as efforts by the members of the counseling department. A newly implemented cohort approach to first semester students appears to be positively impacting student retention and success.   There have been some communication difficulties with the counselors and the cohort approach. The difficulties with the cohort approach are improving. Feedback from the counselors remains sporadic.

Administration is exceptionally supportive in the area of professional development. The Vice President of Academics is very encouraging and supportive of ongoing development. The members of the nursing program need to be more proactive about attending professional development in the nursing areas.

Importance to the College and other programs

The nursing program requires 45 credits of course work that are offered through various other departments at the college and in the general education courses. This includes the areas of math, English, Native American Studies, social behavioral sciences, office technology, and the sciences. For some courses such as Anatomy and Physiology and Microbiology, the nursing students make up the majority of the students enrolled in the courses. Nursing faculty also teach several general education courses including nutrition and child and adolescent psychology.

Roughly half of the students who initially declare nursing as a major do change their major to one of the many other offerings at Sitting Bull College. This significantly contributes to the overall enrollment at the college by attracting these students to the college.

An additional service expected by students and other members of the SBC community is the provision of nursing care by the department. While this is not in the job description of the department and is not a requirement, when there is a need for nursing care and first aid both faculty do respond. This can be very time consuming such as during the flu pandemic several years ago. It is also beneficial to the college family when the department provides such services as education, screening and the flu shot clinic that is scheduled annually.

Program Planning

Trends

According to the United States Department of Labor Statistics, there is a 22.4% projected employment increase between 2010 and 2020 for the licensed practical/vocational nurse occupation nationally (Bureau of Labor Statistics, 2012). This compares to a national projection for all occupations of 14.3%. Closer to home, the South Dakota Department of Labor projects a 16.2% increase in LPNs in South Dakota for the same time frame (2012). The ND Job Service website projects the employment of LPNs will grow 12% in the same time frame (Job Service North Dakota, 2013, *Workforce Intelligence Network*).

For North Dakota this projection is misleading. According to the supply and demand projections from the January 2013 ND Nursing Needs Study, the supply of licensed practical nurses remains below the 10% projected needs range for the state for the entire ten year period from 2010 to 2020. "As of 2011, and for the next years, it is projected that there will be a striking statewide shortage of LPNs when compared to demand including high and low demand estimates of demand" (p. 5, 2013, Moulton and Howe).

This growth is in response to the aging of the population, the general demand for health care services, and the long-term care needs for an aging population. These are areas that employ predominantly LPNs.

Educationally, the nursing educators in North Dakota formed the Nursing Education Consortium in 2007 as part of an effort to address how nursing education was changing, particularly in North Dakota. The identified needs included the development of Simulation and computer-based learning and the implementation of Electronic Health Records.

The rural nature of Sitting Bull College added to the limited number of available clinical locations and the declining hospitalization rate has made the goal of using screen-based learning and simulation mannequins in standardized scenarios essential to the learning of our nursing students. This is particularly true for the practical nursing students as LPNs take care of stable patients and many of the hospitalized patients are critically ill and less than stable.

Simulation provides our students with the opportunity to develop the critical thinking skills necessary for safe nursing practice. It is designed for the students to be able to practice and demonstrate skills and critical thinking necessary for the care of patients in an environment that is safe for the students. In addition, it places the learning of the students ahead of the care of

the patient since the manikins and other simulators are not real. This increases the student technical, behavioral and social skills as well as their confidence.

There are some barriers to using simulation for education. Simulation equipment is very expensive. The setup and use of the equipment takes training and additional time for the faculty as well as space required for utilization. This equipment also requires technical support. However, the use of prepackaged scenarios saves on using valuable faculty time to develop scenarios. (Scenarios are the programming and instructions to set up and run a particular health condition or situation in a learning environment.)

The second identified need is the implementation in education of electronic health records (EHR). While the hospitals and many clinics have been using EHR for some time the long term care facilities are beginning to implement EHR in North Dakota. The expectation from the employers is that nursing graduates will be familiar and proficient with EHR. For Sitting Bull College this means that we must begin to incorporate the use of electronic health records in the education of our students.

Revised Goals and Objectives Due to Program Review

With the slow but steady growth demonstrated by the nursing program, there is a need for adding additional teaching faculty over the next one to three years. This can be accomplished initially with the addition of several adjunct faculty to help with the teaching requirements and reduce the teaching load of the director as requested by the North Dakota Board of Nursing. The current faculty situation limits additional growth by the department.

A nursing laboratory technician is an immediate necessity. This individual is necessary for the program to implement simulation and electronic health records. This position could be a half time position. There are some funds available for this through the nursing education consortium from the State of North Dakota.

An additional goal for the program is to find some way to fund the NCLEX-PN examination for the graduates. The licensing and testing requirements add up to approximately $400 per student. This is a large sum for a new graduate to produce in order to obtain the nursing license.

Additional Resources Needed

The department needs to update the computers available in the nursing laboratory. These computers are necessary for the implementation of electronic health records and simulation as

well as online testing. It would be helpful if the number of computers was increased to address the rising number of students in the nursing classes. It would also be helpful if the computers took up less room in the laboratory and were portable within the classroom and laboratory.

There is a need for a small washer and dryer with the hookups. Currently the nursing linen is taken home by faculty to be washed.

Transportation for students to the clinical sites is currently done by the individual students. A van would decrease the numerous issues that students have with their own transportation as well as provide additional debriefing time for students and faculty.

The current nursing beds have worn out. Replacement beds that are electric are needed in the nursing laboratory.

With the end of the NACTEP funding, the nursing department needs an annual budget of roughly $1000 to replace disposable supplies for the laboratory. This would not cover adding or replacing video materials or other such components.

Monies are also needed for faculty development for the nursing faculty. Both nursing faculty need to take between 12 and 20 continuing education contact hours per year in the field of nursing to maintain licensure.

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Appendix A

Suggested Course Sequences

Suggested Curriculum Sequence For Student Progression Through
ASSOCIATE OF SCIENCE
PRACTICAL NURSING PROGRAM

A suggested sequence through the Practical Nursing Program, incorporating all prerequisites, is shown below. This sequence would allow the student to complete the program in six semesters, with one summer semester.

Spring Term 1

PSYC 100	First Year Learning Experience	3 credit hours
ENGL 110	Composition I	3 credit hours
CSCI 101	Introduction to Computer Applications	3 credit hours
PSYC 111	Introduction to Psychology	3 credit hours
	Total Credits 12 credit hours	

Summer Term 2

NAS 101	Lakota/Dakota Language I	4 credit hours
COMM110	Fundamentals of Public Speaking	3 credit hours
	Total Credits 7 credit hours	

Fall Term 3

BIOL 220	Anatomy and Physiology I	4 credit hours
NURS 101	Introduction to the Nursing Profession	1 credit hour
NURS 201	Holistic Health Assessment	3 credit hours
MATH 102	Intermediate Algebra	4 credit hours
	Total Credits 12 credit hours	

Spring Term 4

PSYC 255	Child and Adolescent Psychology	3 credit hours
BIOL 230	Anatomy and Physiology II	4 credit hours
BIOL 202	Microbiology	4 credit hours
NURS 206	Fundamental Nursing Interventions	4 credit hours
	Total Credits 15 credit hours	

Fall Term 5

ENGL 120	Composition II	3 credit hours
HPER 200	Nutrition	2 credit hours
NURS 205	Basic Pharmacology for Nurses	2 credit hours
NURS 231	Mental Health/Behavioral Health Nursing	2 credit hours
NURS 245	Nursing Care of Families	4 credit hours
	Total Credits 13 credit hours	

Spring Term 6

NURS 246	Nursing Care Across the Lifespan	9 credit hours
NURS 297	Capstone Experience in Nursing	1 credit hour
SOC 100	Transitions – Graduation and Beyond	2 credit hours
	Total Credits 12 credit hours	
	Total Degree Requirements 71 credits	

Suggested Curriculum Sequence For Student Progression Through
ASSOCIATE OF SCIENCE
PRACTICAL NURSING PROGRAM

A suggested sequence through the Practical Nursing Program, incorporating all prerequisites, is shown below. This sequence would allow the student to complete the program in five semesters, with summer courses.

Summer Term 1

PSYC 100	First Year Learning Experience	3 credit hours
CSCI 101	Introduction to Computer Applications	3 credit hours
	Total Credits	**6 credit hours**

Fall Term 2

ENGL 110	Composition I	3 credit hours
PSYC 111	Introduction to Psychology	3 credit hours
BIOL 220	Anatomy and Physiology I	4 credit hours
NURS 101	Introduction to the Nursing Profession	1 credit hour
NURS 201	Holistic Health Assessment	3 credit hours
	Total Credits	**14 credit hours**

Spring Term 3

ENGL 120	Composition II	3 credit hours
PSYC 255	Child and Adolescent Psychology	3 credit hours
BIOL 230	Anatomy and Physiology II	4 credit hours
BIOL 202	Microbiology	4 credit hours
NURS 206	Fundamental Nursing Interventions	4 credit hours
	Total Credits	**18 credit hours**

Fall Term 4

COMM 110	Fundamentals of Public Speaking	3 credit hours
HPER 200	Nutrition	2 credit hours
NURS 205	Basic Pharmacology for Nurses	2 credit hours
NURS 231	Mental Health/Behavioral Health Nursing	2 credit hours
NURS 245	Nursing Care of Families	4 credit hours
MATH 102	Intermediate Algebra	4 credit hours
	Total Credits	**17 credit hours**

Spring Term 5

NAS 101	Lakota/Dakota Language I	4 credit hours
NURS 246	Nursing Care Across the Lifespan	9 credit hours
NURS 297	Capstone Experience in Nursing	1 credit hour
SOC 100	Transitions – Graduation and Beyond	2 credit hours
	Total Credits	**16 credit hours**
	Total Degree Requirements	**71 credits**

Please note that the general education courses may be taken in a different sequence than what is listed above. The prerequisites for the nursing classes must be met before a student may take those classes. Job Seeking Skills and the Capstone Experience in Nursing are to be taken during the final semester of study.

Suggested Curriculum Sequence For Student Progression Through
ASSOCIATE OF SCIENCE
PRACTICAL NURSING PROGRAM

A suggested sequence through the Practical Nursing Program, incorporating all prerequisites, is shown below. This sequence would allow the student to complete the program in six semesters, with no summer courses.

Fall Term 1

PSYC 100	First Year Learning Experience	3 credit hours
ENGL 110	Composition I	3 credit hours
CSCI 101	Introduction to Computer Applications	3 credit hours
PSYC 111	Introduction to Psychology	3 credit hours
	Total Credits **12 credit hours**	

Spring Term 2

ENGL 120	Composition II	3 credit hours
NAS 101	Lakota/Dakota Language I	4 credit hours
PSYC 255	Child and Adolescent Psychology	3 credit hours
MATH 101	Pre- Algebra (If Needed)	3 credit hours
	Total Credits **13 credit hours**	

Fall Term 3

BIOL 220	Anatomy and Physiology I	4 credit hours
NURS 101	Introduction to the Nursing Profession	1 credit hour
NURS 201	Holistic Health Assessment	3 credit hours
MATH 102	Intermediate Algebra	4 credit hours
	Total Credits **12 credit hours**	

Spring Term 4

BIOL 230	Anatomy and Physiology II	4 credit hours
BIOL 202	Microbiology	4 credit hours
NURS 206	Fundamental Nursing Interventions	4 credit hours
	Total Credits **12 credit hours**	

Fall Term 5

COMM110	Fundamentals of Public Speaking	3 credit hours
HPER 200	Nutrition	2 credit hours
NURS 205	Basic Pharmacology for Nurses	2 credit hours
NURS 231	Mental Health/Behavioral Health Nursing	2 credit hours
NURS 245	Nursing Care of Families	4 credit hours
	Total Credits **13 credit hours**	

Spring Term 6

NURS 246	Nursing Care Across the Lifespan	9 credit hours
NURS 297	Capstone Experience in Nursing	1 credit hour
SOC 100	Transitions – Graduation and Beyond	2 credit hours
	Total Credits **12 credit hours**	
	Total Degree Requirements **71 credits**	

Suggested Curriculum Sequence For Student Progression Through
ASSOCIATE OF SCIENCE
PRACTICAL NURSING PROGRAM

A suggested sequence through the Practical Nursing Program, incorporating all prerequisites, is shown below. This sequence would allow the student to complete the program in five semesters, with summer courses.

Fall Term 1

PSYC 100	First Year Learning Experience	3 credit hours
PSYC 111	Introduction to Psychology	3 credit hours
BIOL 220	Anatomy and Physiology I	4 credit hours
NURS 101	Introduction to the Nursing Profession	1 credit hour
NURS 201	Holistic Health Assessment	3 credit hours
	Total Credits	**14 credit hours**

Spring Term 2

CSCI 101	Introduction to Computer Applications	3 credit hours
ENGL 110	Composition I	3 credit hours
BIOL 230	Anatomy and Physiology II	4 credit hours
BIOL 202	Microbiology	4 credit hours
NURS 206	Fundamental Nursing Interventions	4 credit hours
	Total Credits	**18 credit hours**

Summer Term 3

COMM 110	Fundamentals of Public Speaking	3 credit hours
NAS 101	Lakota/Dakota Language I	4 credit hours
	Total Credits	**7 credit hours**

Fall Term 4

HPER 200	Nutrition	2 credit hours
MATH 102	Intermediate Algebra	4 credit hours
PSYC 255	Child and Adolescent Psychology	3 credit hours
NURS 205	Basic Pharmacology for Nurses	2 credit hours
NURS 231	Mental Health/Behavioral Health Nursing	2 credit hours
NURS 245	Nursing Care of Families	4 credit hours
	Total Credits	**17 credit hours**

Spring Term 5

ENGL 120	Composition II	3 credit hours
NURS 246	Nursing Care Across the Lifespan	9 credit hours
NURS 297	Capstone Experience in Nursing	1 credit hour
SOC 100	Transitions – Graduation and Beyond	2 credit hours
	Total Credits	**15 credit hours**
	Total Degree Requirements	**71 credits**

Please note that the general education courses may be taken in a different sequence than what is listed above. The prerequisites for the nursing classes must be met before a student may take those classes. Job Seeking Skills and the Capstone Experience in Nursing are to be taken during the final semester of study.

Suggested Curriculum Sequence For Student Progression Through
ASSOCIATE OF SCIENCE
PRACTICAL NURSING PROGRAM

A suggested sequence through the Practical Nursing Program, incorporating all prerequisites, is shown below. This sequence would allow the student to complete the program in five semesters, with no summer semester.

Spring Term 1

PSYC 100	First Year Learning Experience	3 credit hours
CSCI 101	Introduction to Computer Applications	3 credit hours
ENGL 110	Composition I	3 credit hours
NAS 101	Lakota/Dakota Language I	4 credit hours
	Total Credits	**13 credit hours**

Fall Term 2

COMM110	Fundamentals of Public Speaking	3 credit hours
PSYC 111	Introduction to Psychology	3 credit hours
BIOL 220	Anatomy and Physiology I	4 credit hours
NURS 101	Introduction to the Nursing Profession	1 credit hour
NURS 201	Holistic Health Assessment	3 credit hours
	Total Credits	**14 credit hours**

Spring Term 3

ENGL 120	Composition II	3 credit hours
PSYC 255	Child and Adolescent Psychology	3 credit hours
BIOL 230	Anatomy and Physiology II	4 credit hours
BIOL 202	Microbiology	4 credit hours
NURS 206	Fundamental Nursing Interventions	4 credit hours
	Total Credits	**18 credit hours**

Fall Term 4

HPER 200	Nutrition	2 credit hours
MATH 102	Intermediate Algebra	4 credit hours
NURS 205	Basic Pharmacology for Nurses	2 credit hours
NURS 231	Mental Health/Behavioral Health Nursing	2 credit hours
NURS 245	Nursing Care of Families	4 credit hours
	Total Credits	**14 credit hours**

Spring Term 5

NURS 246	Nursing Care Across the Lifespan	9 credit hours
NURS 297	Capstone Experience in Nursing	1 credit hour
SOC 100	Transitions – Graduation and Beyond	2 credit hours
	Total Credits	**12 credit hours**
	Total Degree Requirements	**71 credits**

Please note that the general education courses may be taken in a different sequence than what is listed above. The prerequisites for the nursing classes must be met before a student may take those classes. Job Seeking Skills and the Capstone Experience in Nursing are to be taken during the final semester of study.

Appendix B

Faculty Satisfaction Survey

Faculty Satisfaction Survey Results

The results of the Faculty Satisfaction Survey have been aggregated, and scored using a 1-5 point scale with a score of 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree. In addition, the percent of respondents who answered either Strongly Agree or Agree is shown, as well as the percent of respondents who answered either Disagree or Strongly Disagree. (N = 2)

1) All faculty have the opportunity to participate in curriculum development.
       Mean score = 5.0
       Strongly Agree/Agree = 100%
       Strongly Disagree/Disagree = 0%

2) All faculty have the opportunity to participate in program planning.
       Mean score = 5.0
       Strongly Agree/Agree = 100%
       Strongly Disagree/Disagree = 0%

3) Faculty in this program are concerned with student success.
       Mean score = 5.0
       Strongly Agree/Agree = 100%
       Strongly Disagree/Disagree = 0%

4) The variety of faculty expertise is sufficient to provide effective instruction within program.
       Mean score = 5.0
       Strongly Agree/Agree =100%
       Strongly Disagree/Disagree = 0%

5) Faculty in this program are given the opportunity to participate in the program review process.
       Mean score = 5.0
       Strongly Agree/Agree = 100%
       Strongly Disagree/Disagree = 0%

6) The program review process is effective in evaluation of the strengths and weaknesses of the program.
       Mean score = 5.0
       Strongly Agree/Agree = 100%
       Strongly Disagree/Disagree = 0%

7) Information gathered during the program review is integrated into the program's planning process.
       Mean score = 5.0
       Strongly Agree/Agree = 100%
       Strongly Disagree/Disagree = 0%

8) Communication among faculty in the program is frequent, interactive, and effective.
       Mean score = 5.0
       Strongly Agree/Agree = 100%
       Strongly Disagree/Disagree = 0%

9) I am satisfied with the quality of educational planning in this program.
       Mean score = 5.0
       Strongly Agree/Agree = 100%
       Strongly Disagree/Disagree = 0%

10) The required text(s) are selected by all faculty teaching a particular course.
Mean score = 5.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

11) The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.
Mean score = 5.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

12) Adjunct faculty communicate with the program full-time faculty regarding grading policies.
Mean score = Not Applicable
Strongly Agree/Agree = Not Applicable
Strongly Disagree/Disagree = Not Applicable

13) Faculty in this program both assess and base grades and course credit on student achievement and learning outcomes.
Mean score = 5.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

14) The faculty in this program are sufficient in number to provide effective instruction within the discipline.
Mean score = 2.0
Strongly Agree/Agree = 0%
Strongly Disagree/Disagree = 100%

15) Faculty in this program stay current in their area of expertise.
Mean score = 4.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

16) The faculty in this program are actively involved in staff development activities.
Mean score = 4.5
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

17) The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.
Mean score = 4.5
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

18) Class schedules for this program conform to students' demand and educational needs.
Mean score = 5.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

19) Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.
Mean score = 5.0
Strongly Agree/Agree = 100%
Strongly Disagree/Disagree = 0%

20) Faculty in this program are committed to high standards of teaching.
    Mean score = 4.5
    Strongly Agree/Agree = 100%
    Strongly Disagree/Disagree = 0%

21) Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.
    Mean score = 4.0
    Strongly Agree/Agree = 100%
    Strongly Disagree/Disagree = 0%

22) Library services and collections are adequate to maintain the effectiveness of this program's courses.
    Mean score = 4.0
    Strongly Agree/Agree = 50%
    Strongly Disagree/Disagree = 50%

23) Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.
    Mean score = 3.5
    Strongly Agree/Agree = 50%
    Strongly Disagree/Disagree = 0%

24) Clerical support is available and adequate to maintain the effectiveness of this program's courses.
    Mean score = 1.0
    Strongly Agree/Agree = 0%
    Strongly Disagree/Disagree = 100%

25) I have been provided a copy of the SBC policies and procedures and the SBC faculty handbook.
    Mean score = 4.5
    Strongly Agree/Agree = 100%
    Strongly Disagree/Disagree = 0%